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An Appraisal of the Lincoln School Program in the

Use of Non-Professionals in the Classroom
(TITLE)

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THESIS

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An Appraisal of the Lincoln School
Program in the Use of
Non-Professionals
in the Classrooms

A
Study

Educ 601-602

Submitted by
Philip W. Phillips
To
Eastern Illinois University
1969

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A Survey of Selected Studies in the Use of
Non-Professionals in Elementary
School Classrooms

In recent years the rise in numbers of non-professional adults in classroom settings have become more and more noticed and acclaimed by professionals. Much experimentation has been carried out and reported in journals of education. Various titles have been attached to these positions. Some are called teacher aides, non-teaching assistants, monitors, assistant teachers, paraprofessionals, clerical aides and others. By whatever titles they bear there seems to be a consensus emerging among the professionals as to the proper duties of the non-professionals.

The major paper which follows this prospectus will discuss these duties in moderate detail.

Much is being written currently concerning the sources for recruitment of these people and the backgrounds of the people now working in these programs. Reports are available concerning the recruitment of retired people, sixth graders, junior high school students, high school juniors, students with reading problems, college students, and members of parent-teacher organizations. Other schools have recruited

these people from their communities in other ways.

The paper proposes to deal with two sources for recruitment of non-teaching aides from one community.

Few reports are available concerning the payment of non-professionals and this paper proposes to deal with federally-financed (ESEA Title I) programs and a volunteer program.

Chapter II

A Survey of Duties of Non-Professionals in Elementary School Classrooms

Mr. Lee Smith; in his book, A Practical Approach to the Non-Graded School, points out the properly classroom non-professional should be able to perform limited instructional tasks when under the guidance of the teacher. The non-professional should be able to carry out large and small group instruction using teacher-made plans. Mr. Smith says of the kinds of tasks which should be performed by the non-professional should be story reading, repeating instructions, locating information in the library, listening to and correcting oral reading sessions, conducting drill exercises, doing make-up work missed by ill students, and monitoring examinations.¹

Others have pointed out that non-professionals can be used with the instruction of gifted children under the supervision of the teacher.² The duties should be initiated by the teacher.

Most sources list the semi-instruction duties and should properly include these kinds of activities:

¹ Smith, Lee; A Practical Approach to the Non-Graded School; Parker Publishing Company, New York, 1968.

² Lampton, Genevieve and Porter, Conrad; Illinois Journal of Education, vol. 59, no. 6, Oct. 1968; Office of Public Instruction, Springfield, Illinois.

1. Assist in show and tell activities.
2. Assist the students in following detailed directions.
3. Conduct story hours.
4. Assist students with new words from library books.
5. Assist with physical education classes.
6. Check out library books.
7. Help with number stories.
8. Review mathematics processes.
9. Small group instruction as directed by the teacher.

Most available sources also list the non-instructional duties of the non-professional in the classroom. Most sources and literature seem to agree on most of the non-instructional duties. Most list:

1. The collection of monies.
2. Control of hallway traffic.
3. Typing duties.
4. Duplication duties.
5. Restroom control duties.
6. Street crossings.
7. Errand running.
8. Art class clean-up.
9. Washing desks and general dusting.
10. Attendance reporting.
11. Maintenance of progress records.

12. Coat and boot duties.
13. Audio-visual aid machine duties.
14. Playground supervision.
15. Cafeteria supervision.
16. Prepare bulletin boards.
17. Prepare instructional materials.
18. Keeping student records.
19. Supervise classroom when the teacher is called out.
20. Dealing with the sick and injured child.

With the definition and assignment of duties the non-professional must have training to perform their duties. Skills must be developed. Some junior colleges are exploring and developing programs to train these people. However, most non-professionals are trained in on-the-job experiences and in workshops conducted by the school districts. Among the benefits of workshops for the non-professional are the experiences the teachers who will work with the non-professionals receive in conducting the workshops.

In these workshops the teacher has the opportunity to learn and evaluate the attitudes and special talents of the non-professional as the non-professional has the opportunity to explore the possibilities of their own possible contributions to the learning situation.³

³ Smith, Op. Cit., page 69-70.

The professional teacher has the opportunity to make the best decision for applying the talents of the non-professional. If the non-professional has skills in areas where the teacher has not; the teacher should know.

The use of the unfamiliar office and duplication machinery should be covered and discussed in these workshop. Spirit process duplicators, mimeograph, and copy machines are the machinery used in schools which will be unfamiliar to most non-professionals and must be taught to these people. The operation of opaque projectors, overhead projectors, and 16mm sound projectors must be in the skills of the successful non-professional. If the full advantage of the non-professional is to be reached the non-professional must also be trained in the preparation of teaching materials of all kinds.⁴

If full use of the non-professional in the classroom is to be realized the school district must adequately define and outline and train the teacher and the non-professional in the duties expected from them both.

⁴ Smith, Op. Cit., page 70.

Chapter III

A Survey of Recent Reporting on the Recruitment of the Non-Professional for the Classroom

Recruitment of non-professionals for the classroom duties depends upon the policies of the school district and the statutes of the the state regarding their use. If the purpose of recruitment is to obtain the services of the non-professional people for the described duties the recruitment prodedures should follow the policies of the board of education with other non-professional positions in the school. The desireable non-professional classroom aides should possess the same desireable qualities of the school secretary with a special emphasis on grooming, voice, presence, etc. as in teacher recruitment.

If other factors are a part of the program these factors must be considered in the recruitment program. At Eureka, Illinois teacher trainees from Eureka College are being recruited in a work-training program jointly sponsored by the college and public schools.⁵

In Franklin, Massachusetts a program has been developed to make use of retired persons for non-professional aides in classrooms. The Franklin program is being co-sponsored by the Massachusetts Comission on Ageing. These retired people are being

⁵ Lampton and Porter, Op. Cit.

trained by Dean Junior College in theories of education, child development, educational media, and educational machinery. This training course is a forty-five hour workshop which is required before assignment.⁶

Some schools have made use of students to tutor other students. This type of program offers a learning situation for both students. Washington, D. C. junior high schools have devised a program which offers "Youth Serving Youth" by having students with reading difficulty tutoring others in the problems they have only recently conquered. M. A. Weaver says that the program under his direction has not been formally evaluated but the results have been good. This program was funded by cooperative agreements with the Neighborhood Youth Corps, the City School System, the D. C. Citizens for Better Education and federal funds.⁷

At Oakridge, Oregon high school juniors are being used as non-professionals in the elementary classrooms. These students are recruited and assigned on a basis of their interests. The students spend one hour per day in the classroom and receive one credit for their efforts. In the same school system sixth graders return to

⁶ Education Summary, Vol. 21, No. 16, October 15, 1968.

⁷ Education Summary, Vol. 21, No. 15, October 1, 1968.

primary classrooms to listen to and correct primary student's oral reading.⁸

Recruitment of non-professionals for the classroom depends upon the purposes of the program. When full-time people are desired regular recruitment procedures for the district should suffice. If other factors are being considered recruitment procedures must take into account the nature of the group of students and teachers to be served and the people who shall serve.

⁸Education Summary, Vol. 21, No. 15, Sept. 15, 1968

Chapter IV

A Survey of Recent Writing on Payment of Non-Professionals for Classrooms

Most of the writers of current literature seem reticent to divulge payment rates of non-professionals. In the cases of the students of high school and college students the assumption is that their payment comes in the form of credit toward graduation. In the case of retired people in Franklin, Massachusetts nothing has been written about their payment but one must assume that their salaries are less than \$1600 per year as to avoid disruption of their social security payments. In the case of employees of the ESEA funded programs conversations with school administrators reveal the minimum wage law rate prevails unless local prevailing rates abrogate this schedule.

Chapter V

This paper is intended as a background study for a paper to accompany it. The following paper will outline the use of non-professionals in the Lincoln Elementary School of Rock Island, Illinois. The paper will deal with two types of non-professional aides. One group of seven people are employed under the provisions of ESEA as Lincoln School lies in a target area. The other group of twelve people are volunteers who have been recruited from the community for service to the teachers and students of Lincoln School. The paper will deal with the training, duties, recruitment, and socio-economic backgrounds of the people involved. The paper will attempt to evaluate both groups and report the findings.

Little will be added to the current material available on the training and duties of the non-professionals or their payment. It is hoped however that some results of recruitment problems at Lincoln may have applications elsewhere.

Chapter VI

An Appraisal of the Lincoln School Program in the Use of Non-professionals in the Classrooms

Lincoln School is an elementary attendance center of the Rock Island (Illinois) Public School District 41. The school lies in an area of large dwellings many of which have been converted to multi-family use and lies adjacent to the downtown business area. Lincoln school area has been defined as a target area under the provisions of the Elementary and Secondary Education Act. The school populated by children of blue collar white (96%) workers. The school population is highly mobile.

The school enrollment varies in the area of 630 students and is staffed by 23 certificated employees who work fulltime in the building and six parttime certificated people shared with other attendance centers.

Extensive use is made of non-professional people in the classrooms of this non-graded school. Some of these people are paid from the funds provided by ESEA Title I. These people perform both non-instructional and semi-professional tasks under direct supervision of the classroom teachers and the librarian.

Other non-professionals on a volunteer basis are recruited from the community for work in the classrooms on a continuing basis in semi-instructional chores under direct supervision of the classroom teachers.

This study will attempt to explore the background experiences of these people, evaluate the program, make suggestions for its duplication elsewhere, and consider the goals of such a program.

Chapter VII

A Review of the Goals of the Program Using the Non-professional in the Classroom

The prime goal of the employment of non-professional people in the classrooms is to more effectively reach the student. The reasoning here is that if the non-instructional loads were taken from the teacher allowing the teacher to become more of a diagnostician and prescriber of learning in the classroom leaving the repetitious work to others who are less highly trained. The net result would then be a more individualized program for the child.

Another goal in this program is to accord the teacher more professional status in the eyes of the student, the public, and the parents. This status symbol is important in the area served by this attendance center.

Goals of this program also include incentives for the teacher. The presence of the second adult fulltime in the room also affects the teacher's interaction with the student. The teacher spends more time planning the lessons for the student when the load is lightened. A goal for the program is to plan and carry out more meaningful activities by providing the presence of another adult.

The goals of this program include attitude changes of students. The program is designed to provide a more positive self-concept for the child by letting him feel

he is successful. The desire of the program is also to develop an improved attitude in the child toward authority and improved social behavior in work and play. Respect for property is a stated goal in the program. These group attitude changes are sought in this program through more closely supervised school activities made possible through the use of non-professionals in the classroom.

Chapter VIII

An Examination of the ESEA Title I Paid Non-Professional in Personal Profile

The typical person of this category is married with children still at home. The average age of all the children is eleven years, which shows that the people are mature. Another characteristic of the group is service to youngsters of the community in other ways. Examples of the previous experience in dealing with youth in Rock Island include:

1. Sunday school and vacation church school.
2. Playground supervision at parks.
3. P. T. A.
4. Babysitting.
5. Day camp leader.
6. Swimming instructor.
7. Den mother
8. Volunteer work, such as the Head Start Program and Crippled Children Foundation.

It seems that these people have in common a desire to be of service to community youth groups and a background of experience valuable to the classroom before they apply for admission to the program.

Chapter IX

An Appraisal of the ESEA Title I Program

In any objective examination or appraisal of a program the researcher should approach the subject with an open mind. It is difficult to appraise the program when the program meets with such enthusiasm on the part of the principal, teachers, and students as well as the non-professionals themselves. It is apparent before data collection begins that these people are proud of the program they have developed. They believe it has been very successful. This appraisal is undertaken with two questions in mind:

1. What factors have been instrumental in making this program successful?
2. How can improvements be made?

The instructional and non-instructional tasks performed by these assistants are listed in the appendix. The tasks are fairly representative for non-professional personnel in other districts. Teachers are well satisfied with the program, and they had very few suggestions on how to expand the duties of the non-professionals. Some teachers would like to have help before or after school to do things which cannot be done during the school hours because of the distraction to the students. This feeling appears to be a secondary

concern, yet it lends a compliment to the program when one reverts to the beginning of the program and remembers how there was concern whether an assistant could be justified. The list of duties infer a further professionalization of the staff because the teacher has more time to know and remediate the unique problems of her students. In the long run the students should gain the most.

The non-professional aide program offers many advantages to the teaching-learning situation and pupil services in general. Teachers report that they have more time to prepare lessons for their students. By having assistants watch the cafeteria, playground, and doing general "leg work" for the teacher, the energy of each teacher is conserved for the learning-teaching situation. Teacher energy is a little recognized, but important factor to the teaching situation. Teacher energy lags bring less patience with the children and problems arise that may have been avoided during the day. Teacher absenteeism is another factor. While many substitutes do perform in a credible fashion, nonetheless, the continuity of the learning experiences of the child as planned by the regular teacher is hindered.

Teachers report that they can cater to individual differences more effeciently, whether it be the introduction or the review of an academic concept or skill

to the buttoning of coats. For example, the teacher can work with one group while the non-professional is working with another group of children as planned by the teacher. The child who is absent and falls behind in his lessons is a beneficiary of the program. Teachers list the biggest advantage of the program as being able to know and meet the needs of each child.

Teaching the "whole child" is a worthy goal to attain, but it assumes that a whole child will be present to learn. In other words, the safety of each child is of prime importance to each school. Busy streets, playgrounds, hallways, bathrooms, stairways, and gymnasiums are potential safety hazards. Assistants are helping supervise student traffic in these areas thereby improving the safety program of their respective schools. Teachers find assistants handy when a child becomes sick (a common occurrence in winter). The assistant can care for the child and make arrangements with the home; leaving the teacher in the classroom. When it becomes necessary for the teacher to leave the classroom the assistant can supervise the students.

These advantages help to explain why the teachers, non-professionals, principal, students, and parents are enthusiastic about the program. The teacher feels that she is doing a more adequate job, the student feels that

help is available, and the parents feel that the school is doing a better job of caring for their children.

The non-professionals feel that they are contributing to the welfare of children. This feeling is more pronounced when the team of teacher and non-professional are working in the classroom setting than when the team is on the playground or engaged in non-learning tasks.

Chapter X

An Evaluation of the Orientation Program for the Non-professional

The first day of school can overwhelm a lay person who is not accustomed to the school routine. A planned orientation program produces several positive outcomes. Since each teacher and school is different orientations should be conducted on a decentralized basis. Each teacher and the principal is responsible for preparing the assistant for the job.

The principal does the following:

1. Acquaints the personnel with the new non-professional.
2. Schedules a meeting with the librarian and the non-professionals.
3. Advised the non-professionals on handling of discipline.
4. Familiarized the non-professionals with the students' behavior patterns.
5. Explained the general responsibilities to the non-professionals.
6. Demonstrates the use of equipment.
7. Discuss the purpose of the non-professional program and discuss previous problems of the program. Touchy points, such as attitudes, should be handled by the principal.

The teacher has an important role in the orientation of the assistant because it is between these two people that human relations must be on the highest plane.

The orientation program on this level should probably focus on the details of classroom operations. Specific duties should be mentioned as well as advice on how to handle the duty. The aims of kindergarten and first grade should be known to the assistant, and the daily routine outlined. Location and use of the the supplies and equipment should be stressed. Also included could be certain skills or techniques in art, physical education, story hours, discipline, and the like, although such things could be considered as in-service training as the year progresses. The teacher should make a conscientious effort to build up the role of the non-professional in the eyes of the students. One technique might be a story hour conducted by the assistant on the first day of school. In short, the purpose of the orientation program might be to get the school year off to a fast, smooth start with the teacher and the assistant working as a team.

The most important means of inservice training probably consists of conferences between the non-professional and the teacher. The knowledge needed by the assistant is dependent upon the tasks she performs. Handling non-instructional tasks require little or no college training. However, assistants report that college courses or workshops in child growth and development,

phonics, and elementary mathematics would be most beneficial to them.

Chapter XI

An Examination of the Volunteer Unpaid Non-professional Program at Lincoln School

This program has the same goals as the previously described program but the approach is different. The non-professional personnel used in this program are women recruited from the Social Action group of the Tri-City Jewish Center of Rock Island. They are recruited to do semi-instructional duties and one day per week they are working with the second through sixth grade teachers and are working in the language arts and reading development areas. Their duties include in reading drill instruction, vocabulary development, and development of word recognition skills. A recurring "spin-off" development of this program has been outstanding guidance done with these children.

A brief personal profile of these people shows the typical volunteer to be married with children in college or married and thus outside the home. The average age of the children of these people is 20 years. These people also show previous community service in much the same ways as the paid non-professionals. A notable exception is that they have wider experience which should note that the volunteers are older as a group than the ESEA non-professional.

The typical volunteer, when interviewed, speaks of concern for the children of this area, she speaks also of concern for the personal life of the children in areas of matters pertaining to clothing, health care, food, and family problems. The typical volunteer is vitally concerned with the student's welfare outside the school.

One variant found in the backgrounds of the volunteer was the volunteers were of a higher educational level than the paid ESEA non-professional. The typical volunteer was a two year college background and the ESEA came with a high school background typically.

Chapter XII

An Appraisal of the Non-professional in the Public Relations Program

The public relations program of the school district appears to have benefited with the addition of the non-professional to the staff. These former lay people carry positive attitudes and more knowledgeable opinions into the public as shown by the following quotes:

1. " I have learned more about the responsibilities of teachers...(and) children and parents."
2. "A teacher is many people, educator, mother, father, babysitter, entertainer, psychoanalyst, and some others."
3. "How important it is to get an education and that is up to the parents to do their best to do their part because the teachers are doing theirs. I only wish every parent could spend a day in the classroom."
4. "This has been a learning period for me."
5. "I can now visualize the urgent need of more teachers, and a smaller group of children for the teacher."
6. "I hope the bond issue passes (it did, 4 to 1) I sure am working for it.... we need space."
7. A non-resident stated, "I am very impressed with the people and their attitudes. The aides are wonderful.... so enthusiastic."

If these comments can be a measure of the attitudes of these people the public relations program has greatly benefited by the presence of these people in the Lincoln School classrooms.

Chapter XIII

Recommendations for Improvements

Keeping in mind that the non-professional assistants program has been an excellent addition to the Lincoln School program, the following recommendations are being considered:

1. It is my opinion that people have made the successful. Therefore, the recruitment procedures should continue to seek those candidates who are experienced in working with children, who possess an attitude of social concern, and who appear to be mature enough to possess a reasonable number of the personal qualities previously listed.
2. It is my opinion that the school should institute a pre-school orientation program so that the non-professional will know what is expected of them and the teachers will know what to expect of them.
3. The non-professionals should be on the job on the first day of school.
4. The efforts are made to keep turn-over down to maintain efficiency in the program.
5. Efforts should be made to expand both the paid and unpaid programs. They complement each other.
6. It is also my opinion that the program should undergo periodic evaluation by the people involved and that the ideas be shared in the rewarding form of self-evaluation.

Chapter XIV

The Lincoln School Program of Non-Professional Assistance in the Classroom

A Rationale

An adequate rationale for any program in the Lincoln attendance center of the Rock Island (Illinois) Public Schools District 41 must include the general discussion of the kinds of people who are being served by this K-6 elementary attendance center.

The area of this school's service is bound by the Mississippi River on the north ; Seventeenth Avenue on the west; Thirtieth Avenue on the east and the "hill" on the south. "The hill" is the dividing line between the poorer housing and the better housing in Rock Island. The better housing being described in realtor's listings, in general conversation, and chamber of commerce brochures as being on the hill.

If a working definition of the term "ghetto" is limited to racial or ethnic considerations it would be impossible to label this area a ghetto. If the economic considerations are introduced to the definition

perhaps the area is a ghetto. If a ghetto is an area of forced inhabitation by racial or ethnic groups Lincoln School area is not a ghetto. If, however, the forces which limit the inhabitation are considered then perhaps Lincoln School area is a ghetto. The forces which limit these people in their choice of housing area are definitely economic. Rare indeed is a family home "on the hill" sold for less than \$20,000-25,000 range. Rarer still is rental property on the hill.

With social and economic pressures such as these being exerted the kinds of people being served by Lincoln School are being determined by community forces. A significant percentage (31%) of the children of Lincoln School come from broken homes. Many of these children come from the homes of single parents. These homes are characterized by the presence of only one parent for the major portion of the time. The children of divorced parents, widows and widowers.

Foster homes are also common to this school group. Though not ordinarily associated with this socio-economic group foster homes are prevalent. Closer examination shows that a predominate proportion of this group of children live in the homes of relatives of a parent. The parents themselves do not share the home but are sometimes visitors.

Illegitimate children are also included in this group.

Racially the school population in this area is made up as follows:

Minority races (Mexican-American, Negro, Oriental)	5%
White (American and Foreign-born)	95%

These statistics do not reflect a racially or ethnically oriented ghetto.

The population of Lincoln School is characterized by high mobility of the students. Transfers in and out are commonplace. During the 1968-69 school year the average daily enrollment was 628 but 810 children were at one time or another on the attendance roster. Surprisingly attendance is not usually an important problem at Lincoln. For the 1968-69 school year the attendance percentage was 93.8. Teachers at this school point out that in many cases school is more pleasant than home.

Dental and health problems are widespread at Lincoln. Examination by the Rock Island Public Schools dentist revealed that 54% of the children of this school had uncared for dental problems ranging from caries to malocclusions. Other specific health findings are not available in the absence of other health personnel.

The high teacher-pupil ration at Lincoln School is a constant problem. Old larger homes are prevalent and are being converted to multiple-family use as zoning ordinances permit. Currently the the ratio is 31 students per teacher. At the same time that efforts to

lower the ratio by employing more teachers and adding classrooms by rental of mobile classroom units a new 180 unit three and four bedroom housing project is being completed. Just what effect this will have on the pupil-teacher ratio will remain to be seen.

These are the factors which relate to the background of any school problem-solving program in Lincoln School. All programs and decisions made at this school must be made considering this background and the solutions must be interwoven into the background if they are to be successful.

Chapter XV

The Staff

The median age of the Lincoln staff is 33 years with a median experience of eight years in teaching. The range of ages is from twenty-three to fifty-six. The experience range is from first year to twenty-three years.

The average training background is the bachelor's degree plus nine semester hours. All teacher's have at least the bachelor degree and three have the master's degree. All of the staff are teaching in their major areas.

The staff at Lincoln is well trained and for the most part they are experienced. Difficulty arises when the staff's value system comes into conflict with the value system of the area's residents. Only one of the staff members lives in the area served by Lincoln School. These difficulties are the basis for the experimentation in the use of non-professionals in the classrooms.

The experimentation is based primarily on the assumption that while the introduction of new individuals to the school environment causes some momentary disruption of the normal processes; in the main, they will be beneficial to the environment.

From this hypothesis a proposal was developed designed to carefully choose individuals for part time routine instructional and non-instructional duties in Lincoln School.

This program seeks to introduce the faculty and the students to new people with new skills, ideas, and values. The program seeks to acquaint the faculty with skills which are available to them from non-professional people who will share these skills with the school. This program seeks to acquaint the children and their families with the people who are anxious to help with educational and personal problems.

Chapter XVII

The Non-Professional

People who are recruited for non-professional ranks must be sensitive to the needs of the students and flexible enough to properly react to the child's indications of needs. They must realize that their assigned duties must be secondary to the needs as expressed by the child. These people are working close to the ideal teaching and training condition--one to one. The non-professional must listen when the child's showing a more definite compulsion to talk of his own personal problems than the assigned work.

The non-professional must, in turn, know as much about the school's services as the professional staff. The non-professional must be aware of the health services of the school and the community. Frequently the non-professional must be able to discern health problems which are not obvious to the busy classroom teacher. The non-professional should also be trained to identify symptoms of problems which should be treated by the special education portion of the school's program and working through the teacher to refer the child to special education testing people for diagnosis and treatment.

As important as these aspects are the primary reason for the presence of the non-professional in the classroom is the assistance to be given to the teacher and the instructional program.

The non-professional should be a person who lives in the same area as the school and the students and have a common background with the students they are working with. The daily proximity seems to make the non-professional more sensitive to subtle indications of problems. These people are very adept at sorting the pseudo-problems and the genuine. Communications seem to be the major skill involved in this activity. This communication seems to be aided by the children of the non-professionals. The children of these people aid them by supplying much of the insight displayed by the non-professional. An ever-present conclusion drawn by observers is that the non-professionals serve a substantial role in interpretation of the school to the community and the community to the staff.

Chapter XVII

Conclusion

This program answers the need of Lincoln School to fulfill its obligations to the individual attention for its students. Details of personal and academic problems are being attended to by non-professionals under the directions of the teachers. Acceptance of the non-professional by the students has been remarkable due to the acceptance by the teaching staff. The staff has, in turn, by their enthusiasm for the program persuaded the students and the community to accept the non-professional as a person whose presence is designed to help the student. In some cases this persuasion has been accomplished by making their help a status symbol.

The success of this program is beginning to spread to other schools and other areas and is being observed by outsiders as well as by other schools in the Rock Island District.

Chapter XVIII

An Evaluation of the Non-Professional in the Classroom

Evaluation of this program can be undertaken by interview of the people most closely involved in a program of this nature; the student, the teacher, the parents, and the non-professional. The students have shown their acceptance of the program by their actions toward the non-professional in the school. The students who are being helped by the non-professional in direct ways look forward to the time allotment each day. Their taped conversations repeat some of these phrases; "She's O.K." (a boy), "She's helping me with my times tables... today I missed five," (a boy), "I like her, she helps me read faster," (a girl), "Will she come back next year?" (a boy). Of seventeen children interviewed all made positive statements about the program. Some (7) also made negative statements most had to do with the necessity of the drill work.

The parents have made statements to the effect that they were glad to see that their children were getting extra help. Two mothers have become interested in volunteer work in the school. Some of the volunteers report getting parent calls asking about the program and thanking them for their help.

The teachers comments have been generally appreciative. The teachers have reported that they find the absorption of the volunteer into the daily routine an easily overcome difficulty. The teachers who have been involved in the program are asking for more and more volunteer help as they progress in their learning to use non-professional help in the classroom.

The non-professionals themselves are perhaps one good indicator of the program's success. These people have all agreed to come back and re-assume their roles next year. They know that their help is needed and that they are useful.

This program has started a great deal of re-thinking in this school of the relative effectiveness of non-professionals. The teachers are reacting differently to the classroom. The children are reacting differently to the school and to the teachers. The parents are taking a different attitude toward the school's efforts. It is the opinion of the writer that the program can be instituted in other schools and be as successful.

Chapter XIX

New Directions

The non-professional program at Lincoln School has now grown to a neighboring school in the Rock Island District where substantially the same development is being followed. As to new directions at Lincoln present plans call for a continuation of the present program with some expanding features. Presently the plans call for expanding the volunteer to planning activities for extra-class activities as field trips. Under the direction of the teacher the volunteers will plan, guide, execute detail work such as meals, times, parent notification for field trips, etc.

Negotiation is presently going on to recruit a volunteer man from the community to serve as counselor to the boys. Great care is being taken to find an experienced man who represents no one in authority to work with the boys in the middle grades. It is hoped that such a person can be located. Teachers, policemen, ministers, etc. are deliberately being rejected so as to obtain a person whose attitudes and background will be the same as the students. Local trade unions have expressed an interest in financing such a program and are looking for candidates for this position. If this program can be instituted it too, should prove interesting.

ADDENDUM

APPLICATION FOR GRANT TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN under Title I of Public Law 89-10 as amended

ACTION I - PROJECT REVIEW AND APPROVAL (To be completed by State Educational Agency)

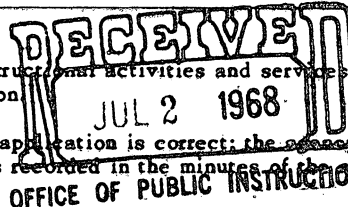
STATE CODE 23	2. STATE PROJECT NO. 3023	3. APPLICANT CODE NO. 41	4. APPLICANT PROJECT NO. 1	5. COUNTY CODE 81	6. CONG. DISTRICT 19	7. SMSA CLASS A	8. TOTAL ALLOCATION \$ 133,006.00
SIGNATURE (Authorized SEA Official)							9. TOTAL AMOUNT REQUESTED \$ 133,006.00
							10. TOTAL AMOUNT APPROVED \$ 133,006.00
DATE APPROVED				FOR FISCAL YEAR ENDING June 30, 1969			

ACTION II - CERTIFICATION AND STATISTICAL DATA (To be completed by applicant)**CERTIFICATION**

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on _____.

June 11, 1968



APPLICANT (Legal name of agency) Rock Island School District #41			NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Charles O. Austin, Jr., Superintendent		
MAILING ADDRESS (Street, City or Town) 41 - 21st Street - Rock Island			SIGNATURE		
STATE Illinois	COUNTY Rock Island	ZIP CODE NO. 61201	TELEPHONE (Area Code and No.) 309-786-3395	DATE SIGNED 6/12/68	
NAME AND TITLE OF CONTACT PERSON File Forward, Business Office Assistant			MAILING ADDRESS 41 - 21st Street - Rock Island, Ill.		
			TELEPHONE NO. 309-786-3311		

MAINTENANCE OF FISCAL EFFORT - AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS.

A FOR FY ENDING JUNE 30, 1967 \$ 467.01	B FOR FY ENDING JUNE 30, 1968 \$ 538.99 est.
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NUMBER OF SCHOOLS AND NUMBER OF SCHOOL-AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT (as of Fall, 1968)

RESIDENT CHILDREN		GRADE SPAN	TOTAL NUMBER OF SCHOOLS	TOTAL NUMBER OF RESIDENT CHILDREN
(1)		(2)	(3)	(4)
FOR REIMBURSEMENT NOT TO EXCEED				
A ENROLLED IN:				
1 PUBLIC SCHOOLS	a In applicant's school district	K-12	17	11,232
	b In other school district(s)		11	11
2 PRIVATE SCHOOLS	a In applicant's school district	1-12	6	2,766
	b In other school district(s)	X X X X X X	X X X X X X X X	-0-
3 INSTITUTIONAL SCHOOLS FOR NEGLECTED OR DELINQUENT CHILDREN		7-12	1	24
B NOT ENROLLED IN ANY SCHOOL BUT ELIGIBLE FOR ENROLLMENT (Include dropouts only)			X X X X X X X X	140 est.
C TOTAL NUMBER OF SCHOOLS AND RESIDENT CHILDREN IN APPLICANT'S DISTRICT (Sum of 2A & B)			24	14,173
D NUMBER OF CHILDREN (included in Item 2C) WHO COME FROM LOW-INCOME FAMILIES				911

CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES

A DISTRICT-WIDE PERCENTAGE (Item 2D + 2C, Col. 4) 6.4 %	B AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA (Item 2D + 2A-1-a, Col. 3) 53.6
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SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 2D ("X" as many as apply)

A <input checked="" type="checkbox"/> U.S. CENSUS BUREAU	C <input type="checkbox"/> FREE SCHOOL LUNCH	E <input type="checkbox"/> HEALTH STATISTICS	G <input type="checkbox"/> EMPLOYMENT STATISTICS
B <input checked="" type="checkbox"/> AID FOR DEPENDENT CHILDREN	D <input type="checkbox"/> SCHOOL SURVEY	F <input type="checkbox"/> HOUSING STATISTICS	H <input checked="" type="checkbox"/> OTHER (Specify): Foster Children

BRIEF TITLE OF PROJECT Development Program	6 SCHOOL TERM TO BE COVERED BY THIS APPLICATION ("X" one) A <input type="checkbox"/> REGULAR SCHOOL TERM ONLY B <input type="checkbox"/> SUMMER TERM ONLY C <input checked="" type="checkbox"/> REGULAR AND SUMMER TERMS
	7 IS THIS A COOPERATIVE PROJECT? ("X" one) A <input type="checkbox"/> YES B <input checked="" type="checkbox"/> NO If "Yes", Submit "Certification for Cooperative Project, ESEA TITLE I-2" form with this Application

ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

PUBLIC SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS AND OTHER PUBLIC SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PUBLIC SCHOOL (LIST IN RANK ORDER PER COL. 4 OR COL. 5)	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREAS			ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1)			
		TOTAL	FROM LOW- INCOME FAMILIES	PER- CENT (COLS. 4 + 3)	FROM PUBLIC SCHOOLS	FROM PRIVATE SCHOOLS	TOTAL (COLS. 6+7)	NUMBER IN COL. (8) FROM OUT- SIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Grant Elem. School - P	809	904	244	27.0	250	20	270	0
Hawthorne-Irving Elem. Sch-P	688	808	182	22.6	200	20	220	0
Central Jr. High School - P	557	642	99	15.4	75	10	85	0
Franklin Jr. High School - P	641	671	96	14.3	75	10	85	0
Lincoln Elem. School - P	578	663	64	9.7	20	0	20	0
Senior High School - P	2119	2619	176	6.4	0	0	0	0
TOTAL:	5392	6307	861	13.6	620	60	680	0

PRIVATE SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS WHERE TITLE I ACTIVITIES WILL BE LOCATED

NAME OF PRIVATE SCHOOL	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN COL. (1)	NUMBER OF CHILDREN ENROLLED WHO LIVE IN PROJECT AREAS	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES AT SCHOOLS LISTED IN COLUMN (1)	
			TOTAL	NUMBER IN COL. (4) FROM OUTSIDE OF PROJECT AREA
(1)	(2)	(3)	(4)	(5)
N.A.				
TOTAL:				

GET (Estimated dollar amount of Title I funds required for administration and implementation of this project)

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)		EXPENSE CLASSIFICATION			
	ACCOUNT NUMBER	SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	ESTIMATED TOTAL AMOUNT
(1)	(2)	(3)	(4)	(5)	(6)
Administration	100		500		\$ 500
Instruction	200	96,279		684	96,963
Maintenance Services	300				
Health Services	400	8,200		200	8,400
Pupil Transportation	500				
Maintenance of Plant	600				
Maintenance of Plant	700				
Student Charges	800			7,998	7,998
Food Services	900				
Student Body Activities	1000				
Community Services	1100				

(Sum of lines 1 thru 11) SUB-TOTAL:		104,479	500	8,882	\$ 113,861	
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Books	1210				\$ 18,805	
Buildings	1220 A AND B					
Modeling	1220 C					
Equipment for Instruction	1230 C				340	✓
Other Equipment	1230 EXCEPT C					

(Sum of lines 13 thru 17, Col. 6) SUB-TOTAL:					\$ 19,145	
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TOTAL PROJECT BUDGET (Sum of lines 12 and 18)				GRAND TOTAL:	\$ 133,006	
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PROJECT STAFF

STAFF ACTIVITIES (See OE Handbook IV - Staff Accounting)		STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET				NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT (Not included in Title I Budget)	
CLASSIFICATION OF ASSIGNMENTS	CLASS. NO. 2230.	ESTIMATED NUMBER FOR REGULAR TERM		ESTIMATED NUMBER FOR SUMMER TERM			TOTAL SALARIES
		TOTAL	FTE*	TOTAL	FTE*		
(1)		(2)	(3)	(4)	(5)	(6)	(7)
Teaching - Pre-Kindergarten	01					\$	
Teaching - Kindergarten	01						
Teaching - Elementary	01	6	6	12	12	52,775	
Teaching - Secondary	01			4	4	2,160	
Teaching - Handicapped children only	01	1	1/2			2,678	
Teacher Aide	02	17	17			21,063	
Librarian	03	2	2			14,495	
Librarian Aide	-	2	2			2,478	
Supervision	04						
Direction and Management (Admin.)	07			1	1	630	6
Counseling	15						
Psychologist	16						
Testing	17						
Social Work	18						
Attendance	19						
Nurse	20	1	1			8,200	
Physician	21						
Dentist	22						
Dental Hygienist	23						
Clerical	10						
Other (Specify Assignment and No.)							
		APPROVED FOR REIMBURSEMENT NOT TO EXCEED \$ 133,006.00					

APPROVED
FOR REIMBURSEMENT
NOT TO EXCEED
\$ 133,006.00

TOTAL NUMBER OF ASSIGNMENTS, FTE, AND SALARIES (Sum of lines 1 thru 21)		TITLE I, PUBLIC LAW 89-10				
		29	28 1/2	17	17	\$104,479

NUMBER OF VOLUNTEERS TO BE ASSIGNED TO THIS PROJECT:				PARENTS	OTHER ADULTS	YOUTH	TOTAL
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NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING		TEACHERS	TEACHER AIDES	OTHER	TOTAL
		16	17	0	33

BUDGET (Estimated dollar amount of Title I funds required for administration and implementation of this project)

EXPENDITURE ACCOUNTS (SEE OE HANDBOOK II)		EXPENSE CLASSIFICATION					
(1)	ACCOUNT NUMBER	SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	ESTIMATED TOTAL AMOUNT		
(1)	(2)	(3)	(4)	(5)	(6)		
Administration	100		500		\$ 500		
Instruction	200	111,850		5,417	117,267		
Attendance Services	300						
Health Services	400	8,200		200	8,400		
Pupil Transportation	500						
Operation of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800			9,348	9,348		
Food Services	900						
Student Body Activities	1000						
Community Services	1100						
Sum of lines 1 thru 11) SUB-TOTAL:		120,050	500	14,965	\$ 135,515		
Sites	1210				\$		
Buildings	1220 A AND B				18,805		
Remodeling	1220 C						
Equipment for Instruction	1230 C				340		
All Other Equipment	1230 EXCEPT C						
(Sum of lines 13 thru 17, Col. 6) SUB-TOTAL:							
\$ 19,145							
TOTAL PROJECT BUDGET (Sum of lines 12 and 18)				GRAND TOTAL:	\$ 154,660		

PROJECT STAFF

STAFF ACTIVITIES (See OE Handbook IV - Staff Accounting)		STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET					NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT (Not included in Title I Budget)
CLASSIFICATION OF ASSIGNMENTS	CLASS. NO. 2230.	ESTIMATED NUMBER FOR REGULAR TERM		ESTIMATED NUMBER FOR SUMMER TERM		TOTAL SALARIES	
		TOTAL	FTE*	TOTAL	FTE*		
(1)		(2)	(3)	(4)	(5)	(6)	(7)
1 Teaching - Pre-Kindergarten	01					\$	
2 Teaching - Kindergarten	01						
3 Teaching - Elementary	01	6	6	12	12	56,035	
4 Teaching - Secondary	01	1	1	8	8	14,360	
5 Teaching - Handicapped children only	01	1	1			2,678	
6 Teacher Aide	02	17	17			21,182	
7 Librarian	03	2	2			14,495	
8 Librarian Aide	-	2	2			2,500	
9 Supervision	04						
10 Direction and Management (Admin.)	07			1	1	600	6
11 Counseling	15						
12 Psychologist	16						
13 Testing	17						
14 Social Work	18						
15 Attendance	19						
16 Nurse	20	1	1			8,200	
17 Physician	21						
18 Dentist	22						
19 Dental Hygienist	23						
20 Clerical	10						
21 Other (Specify Assignment and No.)							
22 TOTAL NUMBER OF ASSIGNMENTS, FTE, AND SALARIES (Sum of lines 1 thru 21)		30	29½	21	21	\$120,050	6
23 NUMBER OF VOLUNTEERS TO BE ASSIGNED TO THIS PROJECT: PARENTS <u>0-</u> OTHER ADULTS <u>0-</u> YOUTH <u>0-</u> TOTAL <u>0-</u>							
24 NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING		TEACHERS <u>20</u>		TEACHER AIDES <u>17</u>		OTHER <u>0-</u>	TOTAL <u>37</u>

STATEMENT OF ASSURANCES

NAME OF CHIEF STATE SCHOOL OFFICER

NAME OF STATE EDUCATIONAL AGENCY

Page

Office of Superintendent of Public Instruction

APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

- a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.
- b. The applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.
- c. Check 1 or 2, not both:
- 1 ☒ The Assurance of Compliance (HEW 441) previously filed with the Office of Education applies to this Application.
- 2 ☐ The Title I activities conducted under this project during the regular school year in conjunction with regular school activities will be carried out in accordance with the applicable current court order or desegregation plan filed with the Office of Education (including modifications filed on Form HEW 441B), and that all other Title I activities will be carried out on a non-discriminatory basis in accordance with the Regulation of the Department (45 CFR § 80.3).
- d. The services provided with State and local funds for free public education in the project area will be maintained at levels that are comparable to those for non-project areas and the amounts of such funds expended in the project areas will be maintained at levels that are no lower than the levels that would have been maintained if no projects had been approved for those areas.
- e. In the case of construction required for the operation of the project—
- (1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the State educational agency that funds have been allotted and to be prosecuted to completion with reasonable diligence;
- (2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and
- (3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title I of Public Law 89-10.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

DATE

5/28/68

If cooperative project, signature of designated administrative and fiscal agent is required.

PARTICIPANTS (Unduplicated count) - Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution (prepare supplement (Section IIA - Children in Institutions for Neglected or Delinquent Children)).

Note: If Title I activities cover both regular and summer terms, a separate Item 12, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☒ **REGULAR SCHOOL TERM** B ☐ **SUMMER TERM ONLY**

ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

GRADE LEVEL	NUMBER ENROLLED IN PUBLIC SCHOOLS	NUMBER ENROLLED IN PRIVATE SCHOOLS	TOTAL (Col. 2 + 3)
(1)	(2)	(3)	(4)
1 Pre-Kindergarten			
2 Kindergarten			
3 Grade 1	150	-0-	150
4 Grade 2	60	-0-	60
5 Grade 3	60	-0-	60
6 Grade 4	60	-0-	60
7 Grade 5	90	-0-	90
8 Grade 6	90	-0-	90
9 Grade 7	10	-0-	10
10 Grade 8	10	-0-	10
11 Grade 9			
12 Grade 10			
13 Grade 11			
14 Grade 12			
15 TOTAL (Sum of 1 through 14):	530	-0-	530
ESTIMATED NUMBER OF DROPOUTS RECORDED UNDER ITEM 2B WHO ARE INCLUDED IN ITEM 12A ABOVE	-0-	-0-	-0-

ESTIMATED NUMBER OF HANDICAPPED CHILDREN, INCLUDED IN ITEM 12A, WHO WILL PARTICIPATE IN ACTIVITIES DESIGNED SPECIFICALLY FOR HANDICAPPED CHILDREN (Report each child once by major handicap).

MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
			20					20

RESIDENT CHILDREN BY ETHNIC GROUPS ESTIMATE

1 Total number of resident children in applicant's district by ethnic groups							
WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	TOTAL (Same as Item 2C, Col. 4)
12,233	1,700	-0-	20	20	200		14,173
2 Estimated number of resident children who will participate in Title I Activities by ethnic groups							
WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	TOTAL (Same as Item 12A-15 (4))
255	260		5		10		530

INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES TO BE FUNDED UNDER TITLE I, NO. OF CHILDREN AND ESTIMATED COST-

Note: If Title I activities cover both regular and summer terms, a separate Item 13, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☒ REGULAR SCHOOL TERM B ☐ SUMMER TERM ONLY

INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL ACTIVITIES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL AND SERVICE ACTIVITIES LISTED IN COL. (1)					ESTIMATED COST OF EACH INST- ACTIVITY (ROUNDED TO NEAREST DOLLAR) (See Instructions)	
	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 5)		
	GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1 ART							
2 BUSINESS EDUCATION							
3 CULTURAL ENRICHMENT							
4 ENGLISH - READING	510	20			530		20,883
5 ENGLISH - SPEECH							
6 ENGLISH - OTHER LANGUAGE ARTS	510	20			530		20,883
7 ENGLISH - 2ND LANGUAGE							
8 FOREIGN LANGUAGE							
9 HOME ECONOMICS							
10 INDUSTRIAL ARTS							
11 MATHEMATICS	510	20			530		14,532
12 MUSIC							
13 PHYS. ED./RECREATION							
14 NATURAL SCIENCE							
15 SOCIAL SCIENCE	510	20			530		14,531
16 OTHER VOCATIONAL EDUCATION							
17 SPECIAL ACTIVITIES FOR HANDICAPPED							
18 PRE-K & KINDERGARTEN	XXXX	XXXX	XXXX	XXXX			
19 OTHER INSTRUCTIONAL ACTIVITIES (SPECIFY):							
20 TOTAL ESTIMATED COST FOR INSTRUCTIONAL ACTIVITIES (SUM OF LINES 13A-1 THRU 19)							\$70,829

SUPPORTIVE SERVICES

SUPPORTIVE SERVICES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN SERVICES						ESTIMATED COST OF EACH SERVICE ACTIVITY (ROUNDED TO NEAREST DOLLAR)	
	PRE-K AND K (PUB. & PRI.)	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 6)		
		GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 ATTENDANCE								
2 CLOTHING								
3 FOOD								
4 GUIDANCE COUNSELING								
5 HEALTH - DENTAL								
6 HEALTH - MEDICAL		300	320			620		8,400
7 LIBRARY		680				680		16,995
8 PSYCHOLOGICAL								
9 SOCIAL WORK								
10 SPEECH THERAPY		20				20		2,678
11 TRANSPORTATION								
12 SPECIAL SERVICES FOR HANDICAP.								
13 OTHER SERVICES (SPECIFY):								
14 TOTAL ESTIMATED COST FOR SERVICE ACTIVITIES (SUM OF LINES 13B-1 THRU 13)								\$ 28,073
C TOTAL ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF MEMBERS								\$ 3,000
D TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS								\$ -0-
E TOTAL ESTIMATED COST FOR ALL INSTRUCTIONAL AND SERVICE ACTIVITIES (SUM OF A-20, B-14, C, and D)								\$ 101,902

PARTICIPANTS (Unduplicated count) - Include in Item A all children expected to participate in this project. If some children who will participate are enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution and prepare supplement (Section IIA - Children in Institutions for Neglected or Delinquent Children).

Note: If Title I activities cover both regular and summer terms, a separate Item 12, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☐ REGULAR SCHOOL TERM B ☒ SUMMER TERM ONLY

A ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

GRADE LEVEL		NUMBER ENROLLED IN PUBLIC SCHOOLS	NUMBER ENROLLED IN PRIVATE SCHOOLS	TOTAL (Col. 2 + 3)
(1)		(2)	(3)	(4)
1	Pre-Kindergarten			
2	Kindergarten			
3	Grade 1	30	5	35
4	Grade 2	30	5	35
5	Grade 3	30	5	35
6	Grade 4	40	5	45
7	Grade 5	40	5	45
8	Grade 6	40	10	50
9	Grade 7	50	10	60
10	Grade 8	50	15	65
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	TOTAL (Sum of 1 through 14):	310	60	370

B ESTIMATED NUMBER OF DROPOUTS RECORDED UNDER ITEM 2B WHO ARE INCLUDED IN ITEM 12A ABOVE

-0- -0- -0-

C ESTIMATED NUMBER OF HANDICAPPED CHILDREN, INCLUDED IN ITEM 12A, WHO WILL PARTICIPATE IN ACTIVITIES DESIGNED SPECIFICALLY FOR HANDICAPPED CHILDREN (Report each child once by major handicap).

MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
								-0-

D RESIDENT CHILDREN BY ETHNIC GROUPS

1	Total number of resident children in applicant's district by ethnic groups							TOTAL (Same as Item 2C, Col. 4)
	WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	
	12,233	1,700	-0-	20	20	200	-0-	14,173
2	Estimated number of resident children who will participate in Title I Activities by ethnic groups							TOTAL (Same as Item 12A-15 (4))
	WHITE	NEGRO	AMERICAN INDIAN	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	OTHER (SPECIFY):	
	180	180	-0-	5	-0-	10	-0-	370

INSTRUCTIONAL AND RELATED SUPPORTIVE SERVICE ACTIVITIES TO BE FUNDED UNDER TITLE I, NO. OF CHILDREN AND ESTIMATED COST-

Note: If Title I activities cover both regular and summer terms, a separate Item 13, shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON: A ☐ REGULAR SCHOOL TERM B ☒ SUMMER TERM ONLY

A INSTRUCTIONAL ACTIVITIES

INSTRUCTIONAL ACTIVITIES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN INSTRUCTIONAL AND SERVICE ACTIVITIES LISTED IN COL. (1)					ESTIMATED COST OF EACH INST- ACTIVITY (ROUNDED TO NEAREST DOLLAR) (See Instructions)	
	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 5)		
	GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1 ART							
2 BUSINESS EDUCATION							
3 CULTURAL ENRICHMENT							
4 ENGLISH - READING	210	60	35	15	320		6,815
5 ENGLISH - SPEECH							
6 ENGLISH - OTHER LANGUAGE ARTS	210	60	35	15	320		6,815
7 ENGLISH - 2ND LANGUAGE							
8 FOREIGN LANGUAGE							
9 HOME ECONOMICS							
10 INDUSTRIAL ARTS							
11 MATHEMATICS		40		10	50		3,320
12 MUSIC							
13 PHYS. ED./RECREATION							
14 NATURAL SCIENCE							
15 SOCIAL SCIENCE	210	60	35	15	320		6,815
16 OTHER VOCATIONAL EDUCATION							
17 SPECIAL ACTIVITIES FOR HANDICAPPED							
18 PRE-K & KINDERGARTEN	XXXX	XXXX	XXXX	XXXX			
19 OTHER INSTRUCTIONAL ACTIVITIES (SPECIFY):							
20 TOTAL ESTIMATED COST FOR INSTRUCTIONAL ACTIVITIES (SUM OF LINES 13A-1 THRU 19)							\$ 23,765

B SUPPORTIVE SERVICES

SUPPORTIVE SERVICES	ESTIMATED NUMBER OF CHILDREN WHO WILL PARTICIPATE IN SERVICES					ESTIMATED COST OF EACH SERVICE ACTIVITY (ROUNDED TO NEAREST DOLLAR)		
	PRE-K AND K (PUB. & PRI.)	PUBLIC SCHOOL CHILDREN		PRIVATE SCHOOL CHILDREN		TOTAL (SUM OF COLS. 2 THRU 6)	NO. IN COL. 7 FROM INSTI- TUTIONS FOR NEG. OR DEL. CHILDREN	
		GRS. 1-6	GRS. 7-12	GRS. 1-6	GRS. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 ATTENDANCE								
2 CLOTHING								
3 FOOD								
4 GUIDANCE COUNSELING								
5 HEALTH - DENTAL								
6 HEALTH - MEDICAL								
7 LIBRARY								
8 PSYCHOLOGICAL								
9 SOCIAL WORK								
10 SPEECH THERAPY								
11 TRANSPORTATION								
12 SPECIAL SERVICES FOR HANDICAP.								
13 OTHER SERVICES (SPECIFY):								
14 TOTAL ESTIMATED COST FOR SERVICE ACTIVITIES (SUM OF LINES 13B-1 THRU 13)								\$ -0-
TOTAL ESTIMATED COST OF INSERVICE EDUCATION FOR TITLE I STAFF MEMBERS								\$ -0-
TOTAL ESTIMATED COST OF TITLE I SERVICES FOR PARENTS								\$ -0-
TOTAL ESTIMATED COST FOR ALL INSTRUCTIONAL AND SERVICE ACTIVITIES (SUM OF A-20, B-14, C, and D)								\$ 23,765

**STATEMENT BY COMMUNITY ACTION AGENCY OR OTHER AGENCY PROVIDING SERVICES
IN COORDINATION WITH A TITLE I PROGRAM**

under ESEA, Public Law 89-10, as amended

NOT APPLICABLE

See "Instructions" on reverse side before completing this form.

SECTION I - TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY CONDUCTING TITLE I PROGRAM. COMPLETE 1, 2, AND 3 BELOW. ATTACH THIS STATEMENT TO A COPY OF THE TITLE I APPLICATION, AND SUBMIT TO THE AGENCY NAMED IN ITEM 2.

1. NAME AND MAILING ADDRESS OF LOCAL EDUCATIONAL AGENCY	2. NAME AND MAILING ADDRESS OF AGENCY PROVIDING COORDINATED SERVICES	3. DATE THIS STATEMENT SHOULD BE RETURNED TO LEA

SECTION II - TO BE COMPLETED BY APPROPRIATE CAA AND BY ANY AGENCY PROVIDING SERVICES TO BE COORDINATED WITH TITLE I PROGRAM. PLEASE PROVIDE THE INFORMATION REQUESTED UNDER ITEMS A AND B SHOWN BELOW. THIS STATEMENT MUST BE SIGNED, DATED, AND RETURNED TO THE LEA NOT LATER THAN THE DUE DATE INDICATED UNDER SECTION I-3.

ARRANGEMENTS FOR CONSULTATION AND PLANNING	YES	NO
Was consulted on the analysis of needs of children in low-income areas		
Was consulted on resources available to meet those needs		
Participated in planning for use of available resources to meet the needs of educationally deprived children in low-income areas		
Is planning to provide or to fund specific services to be coordinated with the LEA's Title I Program (If "Yes", identify and briefly describe the types of services to be provided)		

DESCRIPTIONS, COMMENTS, AND RECOMMENDATIONS. (Be sure to include concise explanation of any "NO" responses in Item A-1, 2, or 3 above).

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NAME AND TITLE OF AUTHORIZED AGENCY REPRESENTATIVE	SIGNATURE OF REPRESENTATIVE	DATE OF SIGNATURE

**INSTRUCTIONS FOR COMPLETING STATEMENT BY COMMUNITY ACTION AGENCY OR OTHER
AGENCY PROVIDING SERVICES IN COORDINATION WITH A TITLE I PROGRAM**

PURPOSE

The local educational agency (LEA) designated in Item 1 is applying for funds for a project under Title I of the Elementary and Secondary Education Act of 1965, as amended. The State educational agency has final authority to approve the project after making certain determinations required by the Act. One of these determinations is that, in the development of the project, the applicant has taken into consideration the benefits available for educationally deprived children through other agencies, including community action agencies, and has provided for the coordination of the Title I projects with the programs of those agencies. In making this determination, the State educational agency will consider the information provided on this form.

SECTION I - IDENTIFICATION OF LEA AND COORDINATING AGENCY

ITEM 1 - NAME AND MAILING ADDRESS OF LOCAL EDUCATIONAL AGENCY - If the name of the LEA is not filled in when you receive the form, please enter the information as it appears on the application form or contact the authorized representative of the LEA for the exact information.

ITEM 2 - NAME AND MAILING ADDRESS OF AGENCY PROVIDING COORDINATED SERVICES - Be sure that the agency is identified by its official name and that all other items of information are correct.

ITEM 3 - DATE THIS STATEMENT SHOULD BE RETURNED TO LEA - It is expected that the agency completing this form will be able to do so by the date indicated by the LEA. If the form cannot be completed by that date, the agency should contact the LEA and request that the time be extended to another date.

SECTION IIA - ARRANGEMENTS FOR CONSULTATION AND PLANNING

Check "Yes" or "No" for each of the four questions as appropriate.

SECTION IIB - DESCRIPTION, COMMENTS, AND RECOMMENDATIONS

Explain any "no" responses on items A1, A2, and A3 and, if the response to A4 is "yes," describe services the agency will provide, and the proposed procedures for coordination with Title I activities. The agency's recommendation on those aspects of the project in which it is particularly interested should also be included.

SECTION II-A - Program Description

I. PLANNING ACTIVITIES

The two private schools in the target areas have met with a group from the school district on Title I, especially for summer school.

II. PROGRAM NEEDS

A. Pre-school Children

The school district operates a year-round Head Start Program in the target area for 180 children. There are no dropouts, no private school children, no non-English speaking children in this program. Children are screened in this program and potential children who may be handicapped are identified.

B. (1) Early Elementary Children

(2) Grades - Kindergarten thru Third

(3) There are an estimated 4,830 children in the school district. Approximately 955 children are in project area and 270 will participate.

(4) The children in Grant and Hawthorne-Irving Schools are consistently below the citywide achievement in Reading and Math, as evidenced by California Achievement Tests. These children are low in verbal functions, have negative attitude toward school and low education aspirations. These children need smaller classes so the teacher and aides can overcome these difficulties. Some also need special remedial reading help, speech correction, and services of a nurse.

(5) Title I activities will include lowered class size by the use of two relocatable units at Grant and three at Hawthorne-Irving. A speech correctionist, a nurse, two teacher-librarians, seventeen teacher-aides, and two librarian aides will be employed. A remedial reading teacher will be employed in each school. There will be no private school children in this basic activity. These same children will be enrolled in a summer school along with private school children. Summer school will be developmental reading and math with cultural type field trips. The district provides EMH, TMH, Social Workers. There are no non-English speaking students.

(6) There is no related service.

(7) In-service training will be a two day orientation for teacher-aides and teachers. Teachers and teacher-aides may attend in-service workshops held by the district, especially in learning disabilities (very successful in 1968).

(8) No special activity is planned for parents.

(9) The district will continue to give reading and math achievement tests by the district's director of testing.

SECTION II-A - Program Description

June 28, 1968

Page Two

- (10) The Public Relations Consultant of the school district informs news media on progress.
- (11) The lease of five relocatable classrooms (third year) is included in the budget.

C. (1) Later Elementary Children

- (2) Grades 4 thru 6
- (3) There are an estimated 3,576 children in the school district. Approximately 755 children are in project area and 220 will participate.
- (4) The children at Grant and Hawthorne-Irving Schools are consistently below the citywide achievement in Reading and Math, as evidenced by California Achievement Tests. These children are low in verbal functions, have negative attitude toward school and low education aspirations. These children need smaller classes so the teacher and aides can overcome these difficulties. Some also need special remedial reading help, speech correction, and services of a nurse.
- (5) Title I activities will include lowered class size by the use of two relocatable units at Grant and three at Hawthorne-Irving. A speech correctionist, a nurse, two teacher-librarians, seventeen teacher-aides, and two librarian aides will be employed. A remedial reading teacher will be employed in each school. There will be no private school children in this basic activity. These same children will be enrolled in a summer school along with private school children. Summer school will be developmental reading and math with cultural type field trips. The district provides EMH, TMH, social workers. There are no non-English speaking students.
- (6) There is no related service.
- (7) In-service training will be a two day orientation for teacher-aides and teachers. Teachers and teacher-aides may attend in-service workshops held by the district, especially in learning disabilities (very successful in 1968).
- (8) No special activity is planned for parents.
- (9) The district will continue to give reading and math achievement tests by the district's director of testing.
- (10) The Public Relations Consultant of the school district informs news media on progress.
- (11) The lease of five relocatable classrooms (third year) is included in the budget.

SECTION II-A - Program Description

June 28, 1968

Page Three

D. (1) Secondary

(2) Grades 7 thru 12.

(3) There are an estimated 5,767 children in the school district. Approximately 1,310 children are in the project area and 170 will participate

(4) The children in Central and Franklin Junior High Schools are consistently below the citywide achievement in Reading and Math, as evidenced by California Achievement Tests. These children are low in verbal functions, have negative attitudes toward school, and have low educational aspirations. These children need remedial work in reading and math.

(5) Title I activities will include a special group at Central Junior High for approximately 20 students who will use special materials (continuation of 1967-68 activity). Summer school will be for both junior highs as well as private school students in the target area. There will be no activity in the Senior High School. The district has a junior high and a senior high EMH class; and has speech correction teachers. The dropout rate for the senior high school is less than 10 per cent.

(6) There is no related services.

(7) There will be two orientation sessions for summer school's teachers.

(8) There is no special activity planned for parents.

(9) The district will continue to give reading and math achievement tests by the district's Director of Testing.

(10) The Public Relations Consultant of the school district informs news media and teachers on progress.

TITLE I - L.L. 89-10

Budget 1968-69

			<u>TOTAL</u>	
ADMINISTRATION			\$ <u>500</u>	600
501.23	Audit	\$ 500		
INSTRUCTION			<u>\$117,267</u>	102,045
502.131	Elementary Teachers	60,095		
502.132	Junior High Teachers	13,400		
502.1712	Speech Correctionist	2,678		
502.174	Teacher-Librarian	14,495		
502.192	Teacher-Clerks Librarian-Aides	<u>21,182</u> \$111,850		2700
502.3	Instructional Supplies	\$ 5,217		
502.72	Travel	200		
HEALTH			<u>\$ 8,400</u>	\$400
504.14	Nurse	\$ 8,200		
504.72	Travel	200		
FIXED CHARGES			<u>\$ 9,348</u>	\$996
508.41	Teacher Retirement and Social Security	\$ 9,348		
CAPITAL OUTLAY			<u>\$ 340</u>	340
563.3	Attached List	\$ 340		
BUILDINGS			<u>\$ 18,805</u>	18,805
B508.63	Lease on Relocatable Classrooms	\$ 18,805		
TOTAL			<u><u>\$154,660</u></u>	

TITLE I - P.L. 89-10

Budget 1968-69 - Capital Outlay

HAWTHORNE-IRVING

<u>ONE</u> - Corkboard Bulletin Board 3 x 5 (for remedial reading)	\$ 20.35
---	----------

GRANT

<u>ONE</u> - Oak Table 48" x 20" (for remedial reading room)	25.75
---	-------

<u>ONE</u> - Two Drawer File With Lock (for remedial reading room)	37.50
---	-------

<u>ONE</u> - Table Wood 24 x 72 x 30 (for relocatable unit)	55.60
--	-------

<u>ONE</u> - Paper Cutter (for relocatable unit)	24.50
---	-------

<u>ONE</u> - Portable TV Set (for relocatable unit and remedial reading)	169.00
---	--------

<u>ONE</u> - AMACO Electric Kiln (for Central special class)	<u>395.00</u>
---	---------------

TOTAL	\$727.70
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* * * * *

Lease for <u>Five</u> Relocatable Units	\$18,805.00
---	-------------

2 - Grant

3 - Hawthorne-Irving

Copy

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT
TITLE I, PUBLIC LAW 89-10
316 South Second Street
Springfield, Illinois
62706

RECEIVED
OFFICE OF
PUBLIC INSTRUCTION
JAN 31 11 24 AM '69

OSPI FORM 80-06-107
(Revised 11-8-68)

Application for Amendment to or Revision of Approved Project

LEGAL NAME OF LOCAL ED. AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
Rock Island School District #41 541-21st Street Rock Island, Illinois 61201		Name and Title (Type or Print) Charles O. Austin, Jr. Superintendent	
City or Town Rock Island		Mailing Address 541-21st Street	Telephone No. 309-786-3395
County Rock Island	State Illinois	Signature <i>[Signature]</i>	Date 1/31/69

2. Amount of maximum basic grant as determined by State Ed. Agency \$141,000
3. Approved project number # 3083
4. Approved project budget "Grant Total" (Item 3) \$133,000
5. Approved beginning and ending dates of approved project:
If not so indicated in your application it is assumed to be
the same date as your school attendance year.

OK
[Signature]

LEGAL NAME OF LOCAL ED. AGENCY		AUTHORIZED REPRESENTATIVE FOR LEA	
Rock Island School District #41 341-21st Street Rock Island, Illinois 61201		Name and Title (Type or Print) Charles O. Austin, Jr. Superintendent	
City or Town Rock Island		Mailing Address 341-21st Street	Telephone No. 309-786-3395
County Rock Island	State Illinois	Signature	Date 1/31/69

2. Amount of maximum basic grant as determined by State Ed. Agency \$141,000 } ok

3. Approved project number # 3023

4. Approved project budget "Grant Total" (Item 3) \$133,000 } ok

5. Approved beginning and ending dates of approved project:
If not so indicated in your application it is assumed to be
the same date as your school attendance year.

Beginning 8/26/68	Ending 7/31/69
----------------------	-------------------

6. Proposed new operating dates of project if revision or extension is desired:

Beginning 8/26/68	Ending 7/31/69
----------------------	-------------------

7. Describe briefly any proposed changes in approved project plan, including increase or decrease of personnel, etc.

The change in the project is to expand the summer school program. We did not have enough budgeted for salaries for summer school and we hope to add outdoor education to the summer school program.

See pages 3 & 4

Handbook II		Estimated Amount of Federal Funds			
Class No.	Expenditure Account	Salaries	Contracted	Other Exp.	Total
1	2	3	Services-4	5	6
100	Administration		500		500
200	Instruction	96,279		684	96,963
300	Attendance Services				
400	Health Services	8,200		200	8,400
500	Pupil Transportation Services				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges			7,998	7,998
900	Food Services				
1000	Student-Body Activities				
1100	Community Services				
1220C	Remodeling (Less than \$2000)				
1230	Equipment Lease		18,805	340	19,145
	TOTAL	104,479	19,305	9,222	133,006

PROPOSED REVISION OF APPROVED BUDGET

Handbook II		Estimated Amount of Federal Funds			
Class No.	Expenditure Account	Salaries	Contracted	Other Exp.	Total
1	2	3	Services-4	5	6
100	Administration		600		600
200	Instruction	100,361		1,684	102,045
300	Attendance Services				
400	Health Services	8,200		200	8,400
500	Pupil Transportation Services				
600	Operation of Plant				
700	Maintenance of Plant				
800	Fixed Charges			8,998	8,998
900	Food Services				
	Student-Body Activities		2,700		2,700
	Community Services				
	Remodeling (Less than \$2000)				
	Equipment Lease		18,805	340	19,145
	TOTAL	108,561	22,105	11,322	141,888

9. On a separate sheet which you will attach describe, in enough detail for clarity, the need for the proposed revision or amendment to your approved project. (If additional equipment is needed, please submit an itemized breakdown of equipment on separate sheet).

10. (To be completed by State Office personnel)

DATE

11. COMMENTS:

Approved

Not Approved

Revised 11-14-68

RN:lh

11-14-68 5000

AMENDMENT APPROVED

DATE

SUMMER SCHOOL BUDGET 1969

Expenditure		Total
501.23 Audit	100	\$100
502.131 Elementary Teachers	9,300	13,352
502.132 Jr.High Teachers	3,972	
502.3 Instructional Mat.-	1,000	
502.39 Outdoor Education (Field Trips)	2,700	\$17,052
508.41 Social Security	600	
Insurance	400	
(Field Trips)		\$1,000
TOTAL.....		\$18,152

Notes:

- 1) We previously had budgeted salaries of \$9,270 for summer school.
- 2) Instructional supplies include regular supply items, i.e., paper, pencils, crayons, etc.
- 3) Outdoor education will include costs of transportation and other costs in connection with this program.
- 4) Insurance includes the cost of trip insurance for the students.

APPENDIX

Appendix I

List of Duties Performed by Non-professionals

Non-instructional duties

1. Collect and count monies.
2. Help student traffic in halls.
3. Duplicate material as needed.
4. Help with mild break.
5. Take children to restrooms.
6. Assist the children in street crossing.
7. Run errands.
8. Repair art lessons and clean up after art lesson.
9. Wash desks and general dusting.
10. Take attendance.
11. Maintain student progress records.
12. Help students with wraps.
13. Operate audio-visual aids equipment.
14. Serve refreshments at P.T. A. meetings.
15. Supervise playground and cafeteria.
16. Prepare bulletin boards and displays.
17. Prepare instructional materials for instructional purposes.
18. Keep student's records in good order.
19. Supervise the room when teacher is called away.
20. Deal with ill children.
21. Typing duties.

Semi-instructional duties

1. Assist with show and tell.
2. Listen and correct oral reading.
3. Help students "catch-up" with other students because of absence.
4. Assist in keeping the children on the right math problem.
5. Check papers.
6. Conduct story hours
7. Assist in keeping the children reading new words in library books.
8. Assist with physical education classes.
9. Check out library books.
10. Help students with number stories.
11. Review mathematical processes.
12. Help teach new concepts in small groups under instructions from the teacher.

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Smith, Lee; A Practical Approach to the Nongraded School, Parker Publishing Co., Inc., West Nyack, N. J. 1968.

Vogel, Frances X, The Illinois Journal of Education, vol. 59, no. 1, Office of Public Instruction, Springfield, Illinois, Jan. 1968